In March 2020, school districts across the state experienced school closure due to COVID-19. Although schools were closed, districts transitioned to online instruction. The design and content of the at-home instruction model for districts varied across the state. Some taught review units of instruction, while others continued to teach the next units of instruction within their scope and sequence. Although some districts continued to teach the next units of instruction, the depth of concept expectations within the units may not have been met by all students. In order to support foundational understandings of concepts within the last nine weeks of 2019-2020, the mathematics team of TEKS Resource System has designed the Mathematics COVID-19 Gap Implementation Tool for district considerations during the 2020-2021 school year.

For non-STAAR tested grade levels, some units in the last nine weeks may have included concepts that had not been introduced earlier in the school year. For STAAR-tested grade levels, most school districts were completing the teaching of all standards in preparation of the upcoming STAAR. TEKS Resource System was diligent when creating each grade level scope and sequence to ensure the 4th nine weeks units were designed to solidify foundational understandings for students to be prepared for the next grade level. Therefore, the TEKS Resource System Mathematics COVID-19 Gap Implementation Tool reminds teachers to consider all previous grade level(s) standards of the last nine weeks that are aligned to the current grade level standards of the 2020-2021 school year.   
Note: Since these tools highlight the standards of the previous grade level(s), there is not a Kindergarten Mathematics COVID-19 Gap Implementation Tool.

Our goal is to encourage the inclusion of previous foundational understandings when appropriate throughout the year rather than beginning the 2020-2021 school year reviewing the last nine weeks of the previous year. We are not asking teachers to teach an additional nine weeks of school, but to use instructional techniques such as pre-assessing and wrapping of standards to connect vertically aligned grade level understandings seamlessly. Or, districts may choose to spiral previous foundational understandings prior to the current grade level unit of instruction.

**Gap Considerations at a Glance**

|  |  |  |
| --- | --- | --- |
| **Previous Grade Level → Current Grade Level** | **Previous Grade Level Concepts**  **NOT Taught or NOT COMPLETELY Taught**  **Prior to Last Nine Weeks of 2019-2020**  **That Impact the Current Grade Level** | **Previous Grade Level Concepts**  **Being Reviewed or Extended**  **in the Last Nine Weeks of 2019-2020**  **That May Impact the Current Grade Level** |
| Grade 5 → Grade 6 |  | Operations and problem solving; Order of operations |

**Quick Key to Reading the Mathematics COVID-19 Gap Implementation Tool**

|  |  |
| --- | --- |
| **Strikethrough(s)** | Strikethrough(s) in the previous grade level **Last 9 Weeks Standards** column reflect the strikethrough(s) that appear in the previous grade level Unit IFDduring the last 9 weeks. This strikethrough(s) indicates the part of the SE that was not included in the hyperlinked previous grade level unit.  Strikethrough(s) in the current grade level **Aligned Standards** column reflect the strikethrough(s) that appear in the current grade level Unit IFD. This strikethrough(s) indicates the part of the SE that is not included in the current grade level unit where the gap is being considered.  While the standards in each row of the table are vertically aligned, any strikethroughs are not necessarily vertically aligned. |
| **Underlines** | **No underline** indicates the standard was completely taught prior to the 4th nine weeks.  **Underline** indicates the standard or part of the standard was not taught prior to the 4th nine weeks. |
| **Xs** | An X in a column **with** a previous grade level hyperlink indicates the current grade level unit in which all of the current grade level standards in the row occur and where the gap considerations from the previous grade level impact the current unit.  An X in a column **without** a previous grade level hyperlink indicates where all or some of the current grade level standards in the row occur in the scope and sequence. |
| **Hyperlinks** | A hyperlink to the previous grade level Unit IFD along with the previous grade level standards allows for quick access to view the specificity of the previous grade level standard(s) that includes a potential gap. |
| **Alternating Shading** | Alternating white and gray shading allows for easy visualization of a change in unit number. |

For complete instruction on how to read this tool, see the [Mathematics COVID-19 Gap Implementation Tool Instructions](https://www.teksresourcesystem.net/module/portfolio/filehandler.ashx?ID=934322).

|  |  | **2020–2021 School Year Grade 6 Units Reflected on Year at a Glance (YAG)** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 5**  **Last 9 Weeks Standards  2019-2020** | **Grade 6  Aligned Standards**  **2020-2021** | **Unit**  **01** | **Unit 02** | **Unit 03** | **Unit 04** | **Unit 05** | **Unit 06** | **Unit 07** | **Unit 08** | **Unit 09** | **Unit 10** | **Unit 11** | **Unit 12** | **Unit 13** |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | | **X** |  |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  | **X** |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| **5.3L** Divide whole numbers by unit fractions and unit fractions by whole numbers.  *Readiness Standard* | **6.3A** Recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.  *Supporting Standard*  **6.3E** Multiply and divide positive rational numbers fluently.  *Readiness Standard* |  |  | **X**  [**G5U11**](https://www.teksresourcesystem.net/module/content/search/item/678252/viewdetail.ashx)  **5.3L**  [**G5U13**](https://www.teksresourcesystem.net/module/content/search/item/678254/viewdetail.ashx)  **5.3L** |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 5.3L, they may not have had the opportunity to solidify the foundational understandings to prepare them for 6.3A and 6.3E. Grade 6 teachers should be prepared to:   * Pre-assess students’ understanding of dividing whole numbers by unit fractions and unit fractions by whole numbers using reasoning strategies prior to introducing the understanding that dividing by a rational number and multiplying by its reciprocal result in equivalent values. | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | |
| **5.3D** Represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models.  *Supporting Standard*  **5.3E** Solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers.  *Readiness Standard*  **5.3F** Represent quotients of decimals to the hundredths, up to four-digit dividends and two- digit whole number divisors, using objects and pictorial models, including area models.  *Supporting Standard*  **5.3G** Solve for quotients of decimals to the hundredth using strategies and algorithms, including the standard algorithm.  *Readiness Standard*  **5.3I** Represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models.  *Supporting Standard*  **5.3J** Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models.  *Supporting Standard*  **5.3L** Divide whole numbers by unit fractions and unit fractions by whole numbers.  *Readiness Standard* | **6.3E** Multiply and divide positive rational numbers fluently.  *Readiness Standard* |  |  | **X**  [**G5U11**](https://www.teksresourcesystem.net/module/content/search/item/678252/viewdetail.ashx)  **5.3E**  **5.3G**  **5.3I**  **5.3L**  [**G5U12**](https://www.teksresourcesystem.net/module/content/search/item/678253/viewdetail.ashx)  **5.3D**  **5.3E**  **5.3F**  **5.3G**  [**G5U13**](https://www.teksresourcesystem.net/module/content/search/item/678254/viewdetail.ashx)  **5.3I**  **5.3J**  **5.3L** |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 5.3D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 6.3E. Grade 6 teachers should be prepared to:   * Pre-assess students’ understanding of multiplication of decimals involving products to the hundredths prior to introducing multiplication of decimals with products beyond the hundredths. * Pre-assess students’ understanding of division of decimals involving quotients to the hundredths, up to four-digit dividends and two-digit whole number divisors, prior to introducing division of decimals with quotients beyond the hundredths, dividends beyond four-digits, and divisors beyond two-digits, including decimal divisors. * Pre-assess students’ understanding of multiplication of a whole number and a fraction prior to introducing multiplication of a fraction by a fraction. * Pre-assess students’ understanding of division of a unit fraction by a whole number and a whole number by a unit fraction prior to introducing division of a fraction by a fraction. | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  | **X** |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  | **X** |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| **5.4F** Simplify numerical expressions that do not involve exponents, including up to two levels of grouping.  *Readiness Standard* | **6.7A** Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.  *Readiness Standard* |  |  |  |  |  | **X**  [**G5U11**](https://www.teksresourcesystem.net/module/content/search/item/678252/viewdetail.ashx)  **5.4F**  [**G5U12**](https://www.teksresourcesystem.net/module/content/search/item/678253/viewdetail.ashx)  **5.4F**  [**G5U13**](https://www.teksresourcesystem.net/module/content/search/item/678254/viewdetail.ashx)  **5.4F** |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 5.4F, they may not have had the opportunity to solidify the foundational understandings to prepare them for 6.7A. Grade 6 teachers should be prepared to:   * Pre-assess students’ understanding of simplifying numerical expressions that do not involve exponents, including up to two levels of grouping, prior to introducing simplifying numerical expressions that include whole number exponents and more than two levels of grouping. | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  | **X** |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  | **X** |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  | **X** |  |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  | **X** |  |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  |  | **X** |  |
| **District notes:** | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  |  |  | **X** |
| **District notes:** | | | | | | | | | | | | | | |